

16 IMAGINE

ACT 2 SCENE 3—SITUATIONAL PERCEPTIONS



0337CH16

ACTIVITY 7 Magic Pit (Situation)



TIP

Situations are created when a set of actions are done together.

Let us sit in a circle. We will now take a headcount. The teacher calls a random number. When your number is called out, you go to the centre of the circle, where the invisible magic pit is present. Instead of picking an object like the last time, you jump into a situation and act like you are a part of the situation. The other children have to guess the situation. No talking is allowed!

BASIC

Getting ready and coming to school, falling down and going to the doctor.

ADVANCED

Two students enact a situation. One student starts the situation. Another student joins the first and adds to the situation. For example, falling down and going to the doctor. Here, one is the patient and the other is a doctor.

Let us create new worlds, become different people and get into new exciting situations! How does it all happen? Through your minds! What you think becomes the reality!



You Will Learn

Body language, interpretation, communication through creativity, imagination, the difference between hearing and listening.

Discussion and Feedback

- Were you able to create situations?
- Were the situations from your experience (seen or been through) or imagined?
- Can you create situations inspired by lessons from other textbooks?

Circle Time Notes



It's Circle Time !

So, now you have started to understand how COMMUNICATION can be improved by combining action (body language) and expression. It requires CREATIVITY and IMAGINATION. You can see how you are not only understanding these terms that are fundamental to theatre, but also building these skills, so you can become experts in theatre.



What is happening in these two situations?

Observe the details of their actions (body language) and expressions and describe.



ACTIVITY 8 Object Improvisation



This girl is using the bottle as:

Instructions — The teacher calls one child and gives an object. (Everyday classroom objects like pen, duster, chalk piece, etc.). The object must be used as something else apart from its original function. The others guess the reimagined object. The same object is then passed on to the next child. The child uses it as something different and the others make a guess. You cannot repeat what others have done already.

Remember — The shape of the object enacted should resemble to the original object. For example, a pen — It can be depicted as a toothbrush, comb, or a ladle as the shape is similar. It cannot be used as a book, a helmet or a shoe... because they are different in shape.



This boy is using the pencil as:



Tip: Using expressions along with body language or gestures or action will help communication better.

BASIC

Pen, chalk, duster, and other classroom objects.

ADVANCED

Book, bag, or something that is bigger than level one objects.

Discussion and Feedback

- Which part of the activity did you enjoy the most and why?
- Was it easy or difficult to reimagine the use of an object?
- How many objects did you guess correctly?
- What is the one new thing you would add to the activity?

Circle Time Notes



Practice Activity



**Object —
Pencil box**

Laptop
Treasure box
Door opening



**Object —
Handkerchief**



**Object —
Water bottle**

SCENE 4—VISIONS OF SOUND

Requirements —

Basic folk instruments: *Tamte*, hand drum, bells, recorded instrumental music (no vocals or songs) to be used.

Instructions — The teacher will play a sound. You close your eyes and listen to the sound with full attention.

Observe the feelings you are getting. What images or visuals are coming to your mind. Now, open your eyes and respond to them in a creative way (Dance, move, react, express what you feel. Do not talk).

We now move on to the next level – SOUND! Sound itself has a quality to bring up certain thoughts and feelings. How do you feel when you hear the sound of birds chirping? What about the sound of a river flowing or ocean waves? Each sound can mean different things to different people. Let us see how you give meaning to what you listen to and tell me what each music piece is communicating to you.



ACTIVITY 9 Sound Improvisation

BASIC

Rhythms of local drums, whistling, etc. Recorded music could be used for instrumental music of a flute, *ektara*, etc., to create different moods and emotions.

ADVANCED

This is a group activity, where the reactions are in a group. They create a simple visual for the mood of the sounds they hear. Example: A lively music bit could be visualised as a festival celebration; a deep sound of drums could be visualised as a scene of mystery and exploration.



Discussion and Feedback

- Do sounds inspire you to move naturally?
- Do you find it easy to move according to the sounds or is it difficult?
- Are there any sounds you want to create using everyday classroom objects?
- What is one new thing you learnt about yourself?

Circle Time Notes

Till now, you have heard these sounds many times. But you have not seen any meaning in it. What we did just now is called LISTENING. This is different from HEARING. Listening is when you pay attention to sounds or spoken words to understand, absorb, and respond appropriately. You HEAR a lot of sounds everyday in class. But you LISTEN when your teacher speaks.



Isn't it amazing to see we are doing activities about communication without using speech or language? And we thought communication is just about talking! We used our face, body and sound to create visuals and even tell stories. Do we need language at all? Think about it. But for now let us start using speech!